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|  | **Emergent** | **Developed** | **Highly Developed** |
| **Student Learning Outcomes** | Student learning outcomes are vague or overly broad; outcomes do not suggest what students might be able to do to show mastery. | Most outcomes are reasonably clear and specific; some outcomes suggest what students might be able to do to show mastery. | Outcomes have unambiguous content; outcomes suggest what students would be able to do to show mastery. |
| **Alignment of Learning Opportunities** | Alignment between outcomes and learning opportunities is incomplete. Some outcomes not addressed in coursework and/or some coursework addresses no outcomes. | Alignment between outcomes and learning opportunities are articulated. Each outcome is addressed in at least one course and each course addresses at least one outcome. | Alignment between outcomes and learning opportunities is well articulated, and clearly shows where outcomes will be introduced, developed and practiced. |
| **Evidence of Learning** | Quality of evidence is of questionable reliability or validity; limited amount of student evidence is used; only one type of evidence is used. | Quality of evidence is adequate or limited by practical concerns; amount of evidence used seems reasonable; more than one type of evidence was used. | Evidence is of good quality and/or steps were taken overcome limitations; there is explicit justification for the quantity of evidence collected; more than one kind of evidence is used to add value to the overall process. |
| **Analysis of Evidence** | Analysis is limited to totals or overall averages and/or analysis simply reports statistics with no reflection; analysis does not examine various dimensions of learning or performance across subgroups of students. | Analysis conveys a relatively complete picture of the evidence by making connections between various features of the assessment process; analysis looks at more obvious dimensions of learning or subgroups of students. | Analysis is insightful and makes connections between issues and higher level (e.g.: campus/disciplinary) trends; analysis examines various dimensions of learning in ways that are sophisticated. |
| **Documentation** | Reporting leaves the reader with significant questions about the nature and outcome of the assessment work described. | Reporting gives a clear and accurate picture of assessment work to external audiences. | Report adds value to the assessment process either by its content (i.e.: charts and graphs) or by its process (i.e.: collaborative written, internally circulated, etc). |
| **Use of Assessment Results** | Recommendations are not evident or are disconnected from the analysis; there is no discussion of prior assessment work or follow up on previous recommendations. | Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is some discussion of how assessment links to other issues or developments in the department; there is follow up or discussion of earlier cycles of assessment. | Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is meaningful discussion of how assessment links to issues in the department; recommendations from previous cycles of assessment clearly support improvement. |
| **Assessment Plans** | There is no convincing discussion of plans for future assessment. | Outcomes to be assessed in the future are named; there is some understanding of when and where evidence will need to be collected. | Outcomes to be assessed in the future are linked to a multi-year plan for assessment; plans or discussions guide assessment efforts, including when and where to collect evidence. |
| **Addresses WASC Core Competency** | There is no connection between LOs and WASC core competency. Minimal discussion of core competency and how it relates to discipline or graduation requirements. | There is some alignment between at least one LO and core competency. Assessment and analysis of relevant LO(s) have been conducted in relation to discipline and graduation requirements. Thoughtful discussion of how core competency is relevant to the discipline and graduation requirements. | There is clear and explicit alignment between LO(s) and WASC core competency; existing documentation is used to document assessment of WASC core competency. Thoughtful analysis and discussion in relation to discipline and graduation requirements. |